
Reading Excellence Program



Overview

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Contents

Introduction.....	3
Key Principles in the Reading Excellence Act	4
Coverage of the <u>six dimensions of reading</u> in grades K-3	4
Use of rigorous research when selecting reading instruction content and strategies	4
Continuum of criteria to judge effectiveness of strategies, programs, or models	5
Reading and Literacy Grants to States	6
Allocation of funds by states to LEAs	6
State responsibilities and activities	6
Local Reading Improvement subgrants.....	7
Tutorial Assistance subgrants.....	9
Evaluation and Strategic Planning	10
State evaluation.....	10
Federal evaluation	10
REA strategic plan	11
Reading Excellence Act's Federal Partners - Interagency Working Group.....	14
Expert Panel for Review of FY 1999 REA Applications.....	15
Grant Process, FY 1999 and FY 2000.....	16
Appropriations, FY 1999 and FY 2000	16
FY 1999 grant awards.....	16
Current schedule for FY 2000 grant process.....	17
Reading Excellence Program Calendar, FY 2000.....	18
IASA Conferences - Reading Excellence Sessions	19
Chicago, Illinois—December 15-17, 1999.....	19
Resources.....	20
Related websites	20
Publications.....	21
REA Staff and Contact Information.....	22

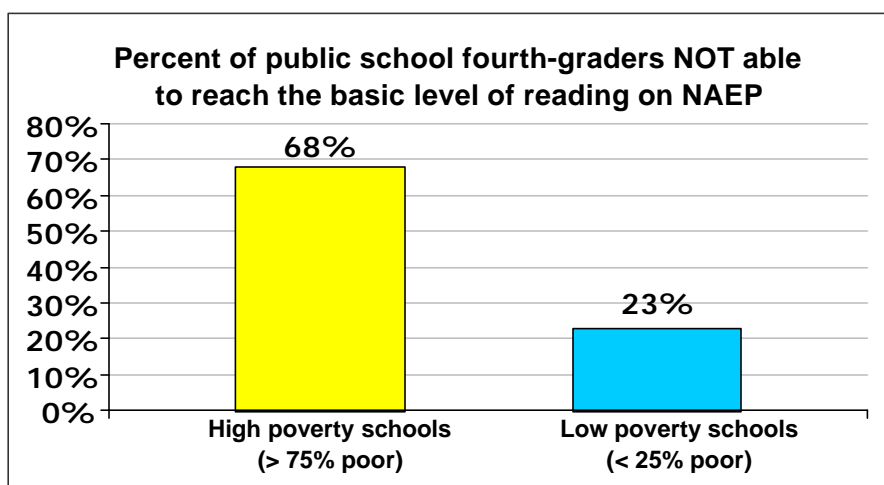
Introduction

The Reading Excellence Act was authorized to carry out the following purposes:

- ❖ Teach every child to read by the end of third grade.
- ❖ Provide children in early childhood with the readiness skills and support they need to learn to read once they enter school.
- ❖ Expand the number of high quality family literacy programs.
- ❖ Provide early intervention to children who are at risk of being identified for special education inappropriately.
- ❖ Base instruction, including tutoring, on scientifically-based reading research.

The law was passed for two major reasons. First, in recent years, findings from scientifically based reading research have provided compelling guidance for improved reading practice. Second, national assessments have continued to show great need for improving reading instruction in many schools, especially high poverty schools.

The National Assessment of Educational Progress (NAEP) shows serious deficiencies in children's ability to read. Even in wealthier schools, almost a quarter of fourth-graders are unable to reach NAEP's basic level. ***More than two-thirds of fourth-graders in high poverty schools are unable to reach the basic level.***



Key Principles in the Reading Excellence Act

Coverage of the six dimensions of reading in grades K-3

The Reading Excellence Act's definition of reading, which must be used by all schools that implement reading strategies under REA, is as follows:

"The term 'reading' means a complex system of deriving meaning from print that requires all of the following:

- A. The skills and knowledge to understand how phonemes, or speech sounds, are connected to print.
- B. The ability to decode unfamiliar words.
- C. The ability to read fluently.
- D. Sufficient background information and vocabulary to foster reading comprehension.
- E. The development of appropriate active strategies to construct meaning from print.
- F. The development and maintenance of a motivation to read." Section 2252 (4)

Use of rigorous research when selecting reading instruction content and strategies

The REA requires that reading instruction be based on scientifically based reading research and includes a definition of this as follows:

"The term 'scientifically based reading research'—

- (A) Means the application of rigorous, systematic, and objective procedures to obtain valid knowledge relevant to reading development, reading instruction, and reading difficulties.
- (B) Shall include research that—
 - i. Employs systematic, empirical methods that draw on observation or experiment;
 - ii. Involves rigorous data analyses that are adequate to test the stated hypotheses and justify the general conclusions drawn;
 - iii. Relies on measurements or observational methods that provide valid data across evaluators and observers, and across multiple measurements and observations; and
 - iv. Has been accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparatively rigorous, objective, and scientific review." Section 2252 (5)

This does not require selection of specific program models. In fact, most funded grantees in FY 1999 did not propose to select comprehensive models developed by others. Instead, funded states, districts, and schools will assess the reading research and identify specific content and instructional strategies to implement in grades K-3, with supporting family literacy activities for preschool and early elementary grades.

To assist states or schools in assessing the research, the Department provided the following guide with a continuum of criteria to judge effectiveness of strategies, programs, or models for reading instruction or professional development.

Continuum of criteria to judge effectiveness of strategies, programs, or models			
Evidence	Criteria: Most Rigorous	Criteria: Somewhat Rigorous	Criteria: Marginal
Theory/research foundation	Theory based in scientific research? Does the strategy or program have theory behind its design that is based in the scientific literature?	Theory based in research? Does the strategy or program have theory behind its design that is based in descriptive research?	Any theory? Is there any theory behind the design of the strategy or program or is it based on "common sense" and "experience"?
Evaluation-based evidence of effectiveness	Use of an independent evaluator? Have the student reading gains been confirmed through independent, third-party evaluation?	Use of organizational evaluator? Has the strategy or program been evaluated by a state, district, or school evaluation team?	Use of developer's evaluation data. Has the strategy or program been evaluated by its developers?
	Use of experimental design (random assignment)? Have student reading gains been shown using experimental and control groups created through large-scale random assignment or carefully matched comparison groups?	Use of comparison groups? Have student reading gains been shown using between or within-classroom or school comparisons?	Use of pre-post tests in classrooms or school? Have student reading gains been shown for a single school?
	Use of standardized tests on reading? Have there been educationally significant pre and post intervention student reading gains as validly measured using appropriate reading assessments?	Use of non-standardized reading measures? Has the strategy or program produced student reading gains relative to district means or other comparison groups using appropriate assessment instruments?	Use of non-reading measures? Has the strategy or program produced improvements on other indicators of student reading achievement , e.g. amount of time students spend reading outside of school or student engagement?
	Gains sustained over time? Have the student reading achievement gains been sustained for three or more years?	Gains sustained? Have the student reading achievement gains been sustained for one or two years?	Gains sustained on other measures? Have other indicators of improved student reading performance been sustained for one or two years?
Implementation	Full implementation? Has the strategy or program been fully implemented in the research site or sites for three or more years?	Implemented? Has the strategy or program been fully implemented in the original site(s) for two years?	All components underway for a year? Has the strategy or program been fully implemented in the original site(s) for a minimum of one school year?
	Implementation well described? Is documentation available that clearly specifies implementation requirements and procedures, including staff development, curriculum, instructional methods, materials, assessments, and costs?	Implementation described? Is documentation available that describes some implementation requirements (such as staff development, curriculum, instruction methods, materials, and assessments)?	Any description available? Is documentation available that provides a general description of the strategy or program's requirements?
	Costs well documented? Are the costs of full implementation clearly specified, including costs of materials, staff development, additional personnel, etc.?	Costs estimated? Have the costs of full implementation been estimated with some detail?	Any information on costs? Is documentation available that provides general information about the strategy or program's costs?
	Similar service population? Has the strategy or program been implemented in schools with characteristics similar to the target school (same grade levels; similar school or class size; similar poverty levels; or similar student demographics such as racial, ethnic, and language minority composition)?	Similar service population in at least one site? Has the strategy or program been successfully implemented in at least one school with characteristics similar to the target school?	Any information on service population? Is information on grade level, size, student demographics, poverty level, and racial, ethnic and language minority concentration available where the strategy or program has been implemented?
Replicability	Wide replication? Has the strategy or program been replicated successfully in a wide range of schools and districts, e.g. urban, rural, suburban?	Replication? Has the strategy or program been replicated in a number of schools or districts representing diverse settings?	Replication planned? Is full replication of the strategy or program being initiated in several schools?
	Replications evaluated? Have the replication sites have been independently evaluated, demonstrating significant student reading gains comparable to those achieved in the pilot site(s)?	Replication evaluated? Have some replication sites been evaluated, demonstrating positive gains in student reading ability?	Any data on replication? Are promising initial results available from the replication sites?

Reading and Literacy Grants to States

Allocation of funds by states to LEAs

The Act authorizes competitive Reading and Literacy Grants to state education agencies, which in turn distribute the funding to eligible local education agencies through a competitive process. The funding may be distributed as follows:

Allocation of funds by states	Percent of Grant
❖ Subgrants to LEAs for Local Reading Improvement subgrants (LRIs)	80%+
❖ Subgrants to LEAs for Tutorial Assistance subgrants and state administration costs	Up to 15%
❖ State administration of LRIs and state evaluation	Up to 5%

Note: up to 2% of administrative funds may be used for the required evaluation of the program, covering both the LRI and Tutorial Assistance programs.

State responsibilities and activities

State responsibilities and activities under the three-year Reading and Literacy Grant are:

- ❖ Form and use a Reading and Literacy Partnership.
 - *Required:*
 - Governor of State
 - Chief State school officer
 - State legislature representatives
 - An eligible local educational agency
 - Community-based organization
 - State directors of federal/state reading programs
 - Parent
 - Teacher
 - Instructional staff member
 - Family literacy service provider
 - *Optional:*
 - Institution of higher education operating a program of teacher preparation based on scientifically based reading research
 - Local educational agency
 - Private non-profit or for-profit professional development provider
 - Adult education provider
 - Volunteer organization
 - School or public library
- ❖ Provide leadership and technical assistance that reflects scientifically based reading research. In particular ensure the quality of professional development for teachers and principals.
- ❖ Hold subgrant competitions for Local Reading Improvement and Tutorial Assistance programs that result in effective, well-implemented local programs of sufficient size and scope.
- ❖ Monitor program implementation.
- ❖ Conduct a state evaluation (under contract), and cooperate with federal evaluation and reporting requirements.
- ❖ Optional: Modify state teacher certification requirements for reading instruction to reflect scientifically-based reading research.

Local Reading Improvement subgrants

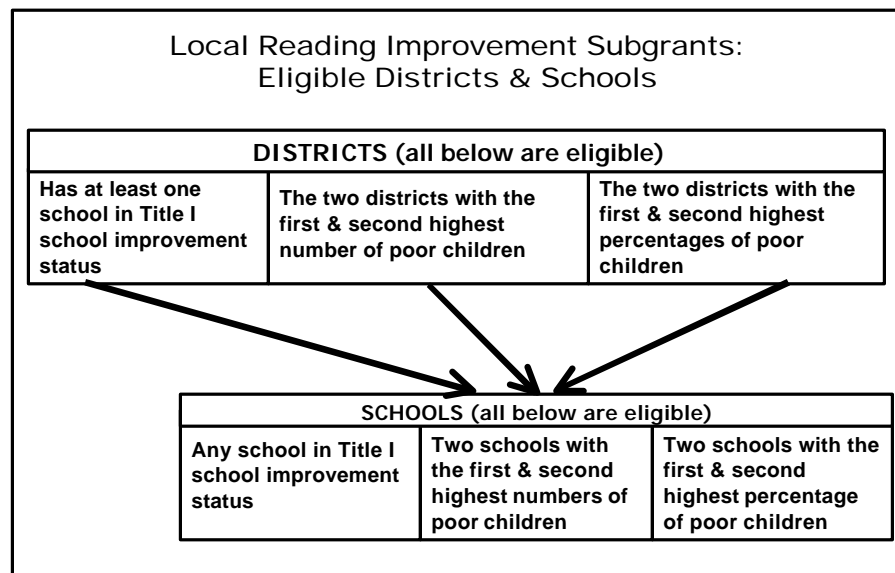
Eligibility. Only selected districts and schools are eligible for LRI subgrants. Basically the intent of the Act is to provide funds to very needy districts and schools. The state education agency holds a competition for two-year subgrants among the following districts:

- ❖ **Title I school improvement status.** All districts that have at least one school identified for school improvement under section 1116(c) of Title I, ESEA. (ED's Title I office approves which schools are in school improvement. The main criterion is that a Title I school is identified for school improvement if for two consecutive years it has failed to make adequate progress in meeting the state's student performance standards, as defined in the state's plan.)
- ❖ **High poverty numbers.** The two districts with the largest or second largest number of children in the state counted for the Title I formula under section 1124(c).
- ❖ **High poverty rate.** The two districts with the highest or second highest poverty rate of school-age children in comparison to other LEAs in the state.

In turn, successful districts allocate funding to some or all of the schools that are in Title I school improvement status, have the highest or second highest number of poor children in the LEA, or have the highest or second highest percent of poor children in the LEA.

States must allow all eligible districts to compete for the funding. The SEA may place some limits on the percent of schools that can be served or can add criteria such as priority for schools that have greater need or have fewer resources from outside grants. Districts need not select every eligible school and may select from among those eligible, taking into account local needs. However, the SEA's review will assess the district's choices.

The following chart shows eligibility information in a more graphic form.



Uses of funds. The LRI subgrants provide support to local educational agencies to advance reform of reading instruction in participating schools. This must include, among other activities:

- ❖ improving the reading instruction practice of teachers and other instructional staff through professional development based on scientifically based reading research,
- ❖ carrying out family literacy services (e.g., parent and child interactive activities, early childhood education, adult training, and parent education), and
- ❖ providing early literacy intervention to children experiencing reading difficulties, including kindergarten transition programs.

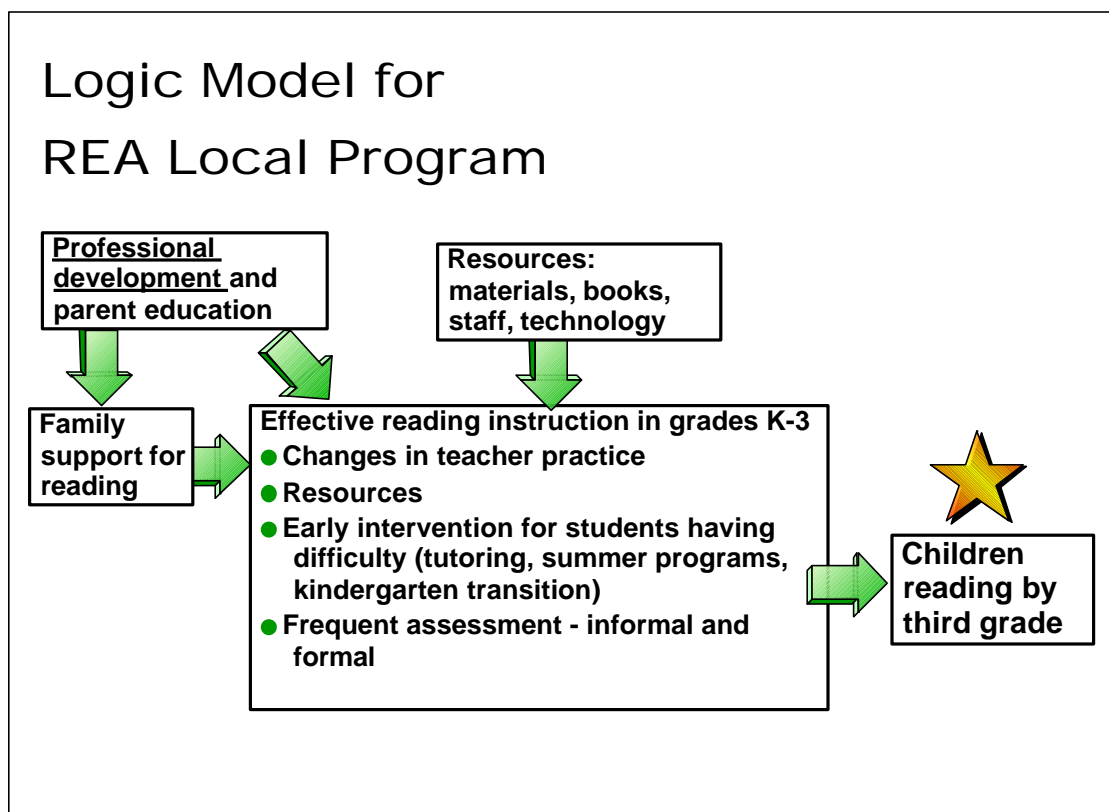
Key features include the requirements that the LEA will base the project's activities on scientifically based reading research and will enter into an agreement with experts on the particular reading approaches being implemented.

Also, the LEA must form a partnership with one or more community-based organizations of demonstrated effectiveness in early childhood literacy and reading readiness, reading instruction, and reading achievement in carrying out the project's activities, or describe why such a partnership is not feasible.

The funds may be used for the following activities, all of which must be provided, although not necessarily with REA funds:

- ❖ Research-based reading instruction in grades K-3
- ❖ Reading instruction to children with reading difficulties
- ❖ High quality professional development for classroom teachers and other instructional staff
- ❖ Curriculum and supportive materials
- ❖ Tutoring and other reading support services during non-instructional time
- ❖ Training for tutors
- ❖ Kindergarten transition
- ❖ Family literacy services (parent and child interactive activities, early childhood education, adult literacy, and parenting education)
- ❖ Parent training to help their children with reading
- ❖ Technical assistance
- ❖ Promotion of reading and library programs that provide access to engaging reading materials
- ❖ Coordination of local reading, library, and literacy programs and others supported by the Elementary and Secondary Education Act
- ❖ Administrative costs

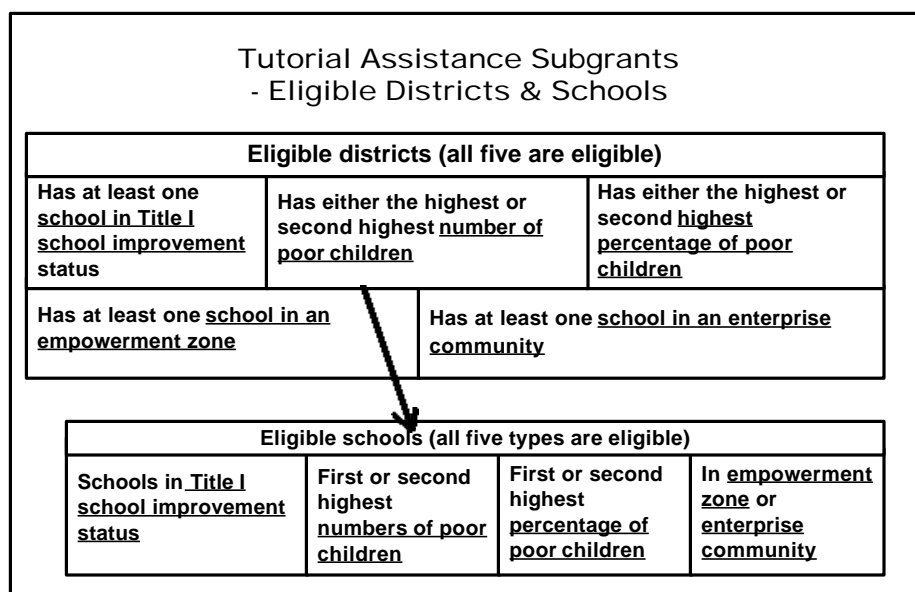
A model showing how the LRI grant works in a school is shown below:



Tutorial Assistance subgrants

Eligibility. As with the LRI subgrants, only selected districts and schools are eligible for Tutorial Assistance subgrants. The same set of districts eligible for LRIs are also eligible for Tutorial Assistance, with the addition of districts that have an Enterprise Community or Empowerment Zone. To the three types of eligible districts for LRIs, add the following for Tutorial Assistance subgrants:

- ❖ ***Empowerment zone or enterprise community.*** All LEAs that have at least one school in the geographic area served by the LEA that—(i) is located in an area designated as an empowerment zone under part I of sub-chapter U of chapter 1 of the Internal Revenue Code of 1986; or (ii) is located in an area designated as an enterprise community under part I of subchapter U of chapter 1 of the Internal Revenue Code of 1986.



Uses of funds. Successful districts and schools must use their Tutorial Assistance subgrants to provide tutorial assistance in reading to children having difficulty in reading -- before or after school, on weekends, or during the summer. The tutoring must be based on scientifically-based reading research and must be consistent with the school curriculum. The tutorial assistance providers accepted for this program must have a record of effectiveness in providing tutorial services in reading readiness, reading instruction, or early childhood literacy.

Activities required include:

- ❖ Developing criteria for determining eligibility of tutorial assistance providers.
- ❖ Organizing multiple providers and monitoring their services.
- ❖ Developing a process for selecting children, including selecting among children when too many are identified for services. The selection procedures must include giving priority to children most in need, as determined through assessments, and randomly selecting children equally in need.
- ❖ Keeping parents informed of the quality of the programs and on their child's progress.
- ❖ Ensuring participant confidentiality so that the names of children participating in the program (and their parents) and any personally identifiable information about any child or parent won't be disclosed without the prior written consent of the parent.

Evaluation and Strategic Planning

State evaluation

States must conduct an evaluation of its Reading Excellence Act program. Each SEA that receives a grant must evaluate the success of the agency's subgrantees in meeting the purposes of the Reading Excellence Act. (Section 2259(a)) At a minimum, the evaluation must measure the extent to which students who are the intended beneficiaries of the subgrants made by the agency have improved their reading skills. The SEA must submit the findings from the evaluation under this subsection to the Secretary.

States are encouraged to develop indicators to assess outcomes and district and school subgrant implementation.

State annual performance reports. Each SEA that receives a grant must submit an annual performance report to the Secretary. The report must include (1) a description of the LEAs that received funds; (2) information on the program or programs of reading instruction used by the LEAs; (3) the results of the state evaluation; and (4) other information as required by the Secretary.

Federal evaluation

The Secretary must submit the results of a national evaluation of the Reading Excellence Act to the Congress (see Sections 2257 and 2259 of the Act) along with a summary of the state education agency evaluation findings. The national evaluation will cover several aspects of the program, including monitoring the program's implementation by states, local educational agencies, and tutorial assistance providers; evaluating outcomes and impact; and identifying effective practices.

Current thinking on evaluations for REA includes the following:

1. **School implementation and impact study. *Descriptive/comparative.*** This major implementation and impact study will examine within and between district and school activities and effects of REA, with a special substudy on language minority students. It will help answer the question of whether REA schools out-perform non-REA schools. Its methodology will likely include a representative or even universe survey, case studies, and observation data on program implementation and outcomes, in addition to use of state and local assessment data. The study will contain an assessment of the feasibility of using some type of equating (despite the report from the NAS on the national test)—e.g., through Lexile scores—to compare student reading achievement across sites.

Main research questions: What are the outcomes and impact of REA support? What is the value added by REA to current state efforts? How well is the REA being implemented? Who is being served? What are student outcomes? What are the key issues and problems?

2. **State and district implementation study. *Descriptive.*** This project will center on a web-based reporting system that provides baseline descriptive information on all states, districts, and schools eligible for and participating in the REA. It will also include setting up data collecting and sharing mechanisms (e.g., WWW sites). Telephone surveys and site visits will provide additional information on how well states and districts are doing. The emphasis for this study will be on fast and frequent information. This project will also fund development of background papers on policy areas such as professional development and instruction for English language learners and on methodology such as appropriate tests for student outcomes in grades K-3.

Main research questions: How well is the REA being implemented? Where is it being implemented? Who is being served? How effective are state and district activities?

3. **Special topic studies: effective professional development for reading in grades K-3 and assessment of one-on-one tutoring. Causal.** Experimental or quasi-experimental design studies will examine alternative approaches to providing professional development and tutoring – two key areas where additional information is needed on effective practice.

Main research questions: What is best practice for providing professional development to improve reading in K-3? What is effective practice in one-on-one tutoring (early intervention or remedial)?

4. **Effects of REA model on student reading growth. Causal.** Work in this area will consist of a set of 9 to 12 focused, longitudinal, experimental design studies of relatively small samples of students in well-implemented sites. The basic question to be addressed is whether it is possible to increase the growth curve for students who traditionally have made minimal reading gains, and, if so, what types of activities appear to support the change. Emphasis will be on collection of repeated measures of student outcomes covering key elements of the six dimensions of reading along with detailed information on classroom activities, teacher knowledge and practice, instructional programs, out-of-school activities, special kindergarten transition services, special education identification and referral, and family support for learning. Likely data analysis method: growth curve analysis.

Main research questions: What is the effect of basing instruction for disadvantaged students on scientifically based reading research? Can patterns derived from research be replicated in state-driven implementation? How well does the program model underlying the REA work? What happens to the worst-off students who typically have flat growth curves? What makes the difference for them?

5. **Promising instructional practice for English language learners. Correlational or causal.** The evaluation will identify high-performing schools with many English language learners from low-income families, distill promising practices, and test them using experimental design.

Main research questions: What are effective practices for English language learners in at risk populations? What should teachers know about the children's native language when teaching English? What techniques are important when teaching children to read in their native language? How do these techniques differ for various languages? What kinds of materials are needed in classrooms with English language learners? What technology is useful?

6. **Evaluation technical assistance to states.** The purpose of this task is to provide basic support for the evaluation activities and the state and local level, including working with staff and the state, district, and classroom levels to determine their information needs, help design effective evaluation, and develop links to program improvement information or strategies.
7. **REA management and evaluation audit. Descriptive.** The REA management and evaluation audit, to be carried out by the Planning and Evaluation Service, will examine the effectiveness of the federal implementation of the REA and provide quality control for studies carried out by the program office. Methodology will probably include expert reviews and customer surveys.

Main research question: What is the quality of REA implementation by the Department of Education? What is the quality of REA evaluations?

REA strategic plan

A performance plan for the Reading Excellence Program was included in the Department's Annual Performance Plan for FY 2000. The plan was submitted to Congress in February 1999. An updated version of that plan follows.

Reading Excellence Program (FY 2000) - 12/14/99

Goal: To improve reading for children in high poverty schools and in schools needing improvement by supporting research-based reading instruction and tutoring.

Objectives	Indicators	Baseline Data	Sources, Periodicity, Next Update
1. Support improvements in students' reading achievement.	1.1 Student achievement. Increasing percentages of fourth-graders will score at or above the basic level in reading on the National Assessment of Educational Progress (NAEP). (<i>context indicator</i>)	<ul style="list-style-type: none"> ❖ <i>In 1994, only 60% of 4th graders scored at the basic or higher levels on NAEP.</i> ❖ <i>In 1998, 62% of 4th graders scored at those levels.</i> <p><i>This leaves 38% of public schools children at below even a basic reading level.</i></p>	1.1 National Assessment of Educational Progress, every four years, 1999.
2. Significantly improve the achievement of students in participating schools and classrooms.	2.1 Participating students' achievement. By 2001, participating students will increase their reading scores significantly compared to comparable non-participants.	<i>New program.</i>	2.1 National Evaluation of the Reading Excellence Program (impact component), annual, 2001.
3. Build the capacity of states and local districts to design and implement improvement strategies for reading that result in effective changes in classrooms.	<p>3.1 Teacher knowledge. An increasing number of teachers participating in program-sponsored training will develop expertise in research-based reading instruction methods.</p> <p>3.2 Instructional change. An increasing number of teachers participating in program-sponsored training will significantly align their instruction with research-based, effective practices.</p> <p>3.3 Tutors. An increasing number of well-trained tutors will use research-based practices and help children learn to read.</p> <p>3.4 Family reading. An increasing number of parents participating in program-sponsored activities will provide home reading opportunities to their children.</p> <p>3.5 State system changes. By January 2001, at least 15 states will have revised their state inservice training and guidelines for reading certification to reflect scientifically based reading research.</p>	<i>New program.</i>	<p>3.1 National Evaluation of the Reading Excellence Program (implementation component), every six months, 2000.</p> <p>3.2 National Evaluation of the Reading Excellence Program (implementation component), every six months, 2000.</p> <p>3.3 Reading Excellence Program state evaluation system, annual, 2000; program reports from Corporation from National Service, 2000; Federal Work Study program data on tutoring, 2000.</p> <p>3.4 Reading Excellence Program state evaluation system, annual, 2000; National Even Start Evaluation, 2000.</p> <p>3.5 Reading Excellence Program state evaluation system, annual, 2000.</p>
4. Provide excellent dissemination and technical assistance services to states.	4.1 Customer satisfaction. At least 90% of participating states will be highly satisfied with technical assistance and dissemination services provided by the Department of Education.	<i>New program.</i>	4.1 National Evaluation of the Reading Excellence Program (implementation component), every six months, 2000; evaluations of relevant ED technical assistance programs (such as the National Regional Laboratories), 2000.

Reading Excellence Program (FY 2000) - 12/14/99

Goal: To improve reading for children in high poverty schools and in schools needing improvement by supporting research-based reading instruction and tutoring.

Objectives	Indicators	Baseline Data	Sources, Periodicity, Next Update
5. Identify and validate research-based models of effective practice for reading instruction, reading tutoring, and professional development.	5.1 Model identification. By 2001, at least 5 new, research-based reading programs or teacher training programs will be validated as effective and suitable as models for other districts and states.	<i>New program.</i>	5.1 National Evaluation of the Reading Excellence Program (model-identification component), annual, 2000; National Even Start Evaluation, 2000.

Relation of Objectives to Strategic Plan: The Reading Excellence program directly supports Objective 2.2 (every child reading by the end of 3rd grade) in its support of professional development and services for high quality, research-based reading programs and supportive tutoring services. The program also supports Objective 2.4 (special populations) because it focuses its resources on districts with high poverty rates or numbers and districts with schools identified as needing school improvement. Models resulting from this program will be helpful to similar districts elsewhere. The program supports Objective 2.1 (all children entering school ready to learn) through its family literacy activities. Finally, this program will identify effective models for teacher training in reading that can be used in support of Objective 1.4 (teacher preparation).

Key Strategies

- ❖ **Effective implementation.** Create a partnership with state grantees to implement an outstanding program that makes a significant impact on children's reading in participating schools and provides insight and models for other states, districts, and schools.
- ❖ **Support for states and schools.** Provide differentiated technical assistance and training for states and subgrantee districts and schools.
 - Foster research-local site partnerships between reading researchers and highly effective local schools to gain even more understanding of effective reading practices.
 - Link advanced projects with ones that are very promising to move the latter into the highly effective realm.
 - Provide content training by experts for projects which are good but not "great."
 - Finally, assemble teams of ED staff, state staff, and specialized contractors for projects in trouble (often a management rather than content problem).

Activities will include holding workshops, symposiums, and training programs on content and program management issues; supporting research-project partnerships; maintaining a high quality web site; and providing specialized technical assistance based on the needs of individual schools, districts, and states.
- ❖ **Help for applicants.** Provide substantive technical assistance to states that were not successful in obtaining an REA grant to help them address substantive issues identified by the expert review panel and to organize their plan for reading improvement.
- ❖ **Development.** Develop content guidance on effective practices in reading, tutoring, family literacy, and professional development, based on valid and reliable scientific research -- using the best from exemplary Reading Excellence projects as well as from continually updated findings from research.
- ❖ **Federal program coordination.** Coordinate with the National Institute of Child Health and Human Development (NICHD), the National Institute for Literacy (NIFL), the Department of Health and Human Services' Head Start program, the Corporation for National Service, and other ED programs with related services (for example, Title I, Even Start, IDEA, Bilingual Education, Eisenhower Professional Development, the new Teacher Quality Enhancement program, Technology Challenge programs, the new Class-size Reduction program, Federal College Work Study, Research Institutes and Regional Labs, and Adult Education).
 - In particular, collaborate with the National Institute for Literacy as it identifies and disseminates information on scientifically-based research on reading and on effective programs, including those identified by state or federal evaluations.
- ❖ **Continuous improvement.** Use the evaluation and dissemination funding to develop additional information on effective reading instruction and professional development (using scientifically-based evaluation research methods), in collaboration with NICHD and other offices in the Department of Education, including the Planning and Evaluation Service, Office of Educational Research and Improvement (especially the research institutes and Office of Reform Assistance and Dissemination (ORAD)), and Office of Special Education Programs.
- ❖ **Evaluation guidance.** Develop guidance for states and local programs on appropriate evaluation and student assessment methods for inside and outside the classroom.

Reading Excellence Act's Federal Partners - Interagency Working Group

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Professor of Psychology and Director of Cognitive and
Behavioral Science Program
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Grant Process, FY 1999 and FY 2000

Appropriations, FY 1999 and FY 2000

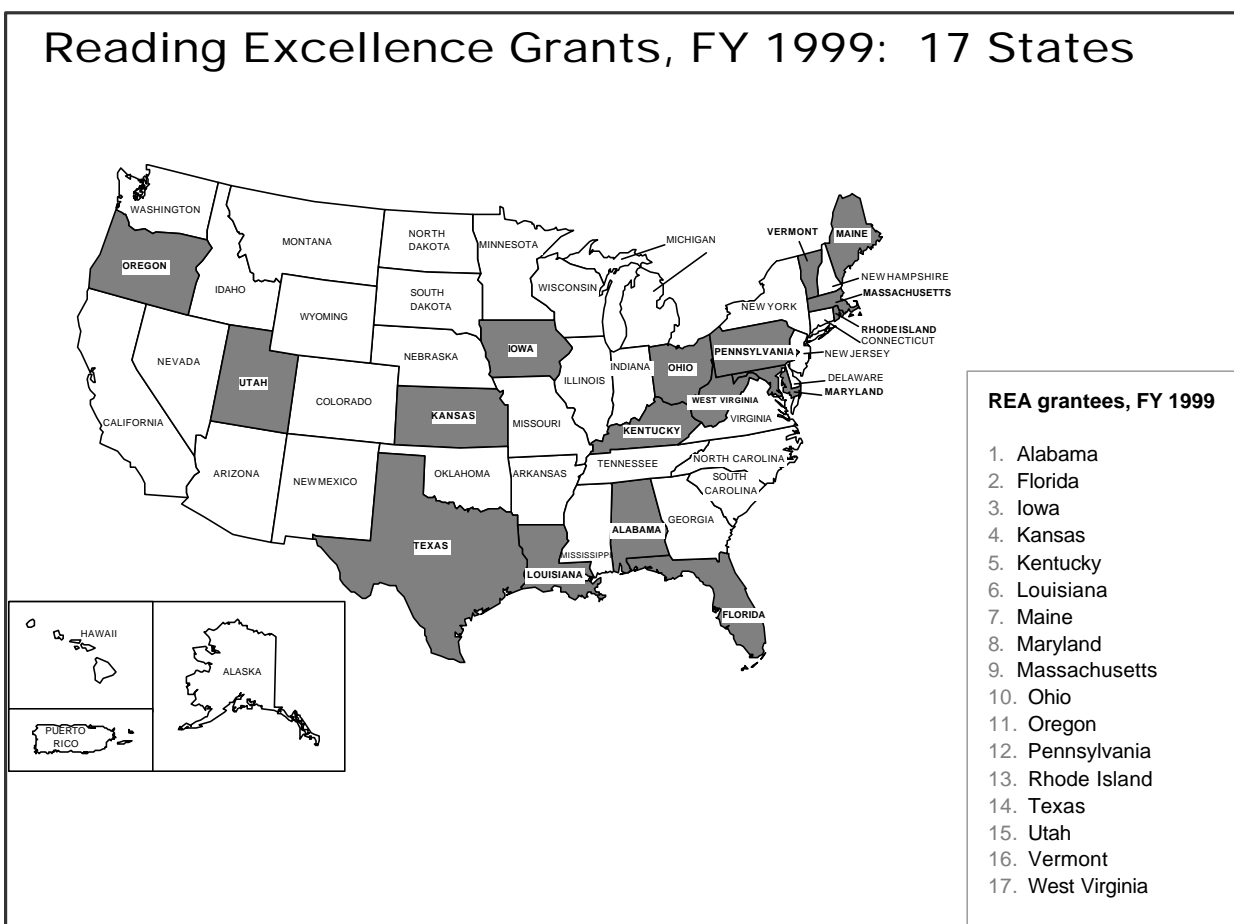
The Reading Excellence Act (REA) is Part C of Title II of the Elementary and Secondary Education Act of 1965 (ESEA). REA was enacted on October 21, 1998 by P. L. 105-277, the Omnibus Appropriations Act of FY 1999. For FY 1999, Congress appropriated \$260.0 million for Reading Excellence, as follows:

FY 1999 appropriation	\$260.0 million
Reading and Literacy Grants to States (ED)	\$241.1 million
National evaluation (ED)	\$3.9 million
Dissemination (NIFL)	\$5.0 million
Even Start state grants (ED)	\$10.0 million

The FY 2000 appropriation is approximately \$260 million for Reading Excellence, the same as in FY 1999. A small adjustment is being made to reflect an overall ED cut of 0.38 percent.

FY 1999 grant awards

On August 13, 1999, the Department awarded \$231.8 million in grants to 17 states – Alabama, Florida, Iowa, Kansas, Kentucky, Louisiana, Maine, Maryland, Massachusetts, Ohio, Oregon, Pennsylvania, Rhode Island, Texas, Utah, Vermont and West Virginia. A map of the awards is shown below, followed by a table with the amounts:



Reading Excellence Program Grants to States, FY 1999			
Grantee	Contact	Phone	Grant Award
Alabama	Katherine Mitchell	(334) 353-1389	\$ 7,500,000
Florida	Lou Marsh	(850) 487-3520	26,000,000
Iowa	James H. Reese	(515) 281-5751	10,000,000
Kansas	Sharon Freden	(785) 296-2303	8,000,000
Kentucky	Debbie Schumacher	(502) 564-7056	7,500,000
Louisiana	Rodney Watson	(225) 342-3480	15,014,966
Maine	Katherine Manning	(207) 287-5306	4,717,722
Maryland	Gertrude Collier	(410) 767-0341	14,198,868
Massachusetts	Linda Martin	(781) 388-3300	18,306,000
Ohio	Jane Wiechel	(614) 466-0224	30,056,270
Oregon	Dawn Billings	(503) 378-8004	6,243,775
Pennsylvania	James Scheffer	(717) 783-2193	30,000,000
Rhode Island	Charlotte Diffendale	(401) 222-4600	4,000,000
Texas	Mary Ann Vaughan	(512) 463-9027	35,999,855
Utah	Janice Dole	(801) 538-7823	7,000,000
Vermont	Susan S. Biggam	(802) 828-5412	2,010,944
West Virginia	Beverly Kingery	(304) 558-7805	<u>5,992,005</u>
			\$ 231,822,683

Current schedule for FY 2000 grant process

- ❖ Technical assistance on the FY 2000 grant process to interested states by REA staff August 1999 - January 2000
- ❖ Application notice available January 31, 2000
- ❖ Revised non-regulatory guidance available January 2000
- ❖ National research institute (National Institute for Literacy) February 2000
- ❖ Applications due from SEAs March 30, 2000
- ❖ Expert review process April 2000
- ❖ Notification of awards to SEAs Early May 2000
- ❖ Actual awards to SEAs July 1, 2000
- ❖ States hold competitions for LEA subgrants Fall 2000
- ❖ LEAs begin subgrants Winter 2001

Reading Excellence Program Calendar, FY 2000

<u>Dates</u>	<u>Events/Activities</u>
September 1999-January 2000	Meetings with future applicants
September 23-24, 1999	Meeting with REA state directors on evaluation and program topics
October 6-8, 1999	<i>Improving America's Schools (IASA) conference, Tampa</i>
November 8-10, 1999	<i>IASA conference, Salt Lake City</i>
December 1999	Proposed REA regulations and application notice in Federal Register
December 15-17, 1999	<i>IASA conference, Chicago</i>
January 31, 2000	FY 2000 call for applications
<i>January 24-26, 2000</i>	<i>National Center for Family Literacy annual conference, Orlando</i>
February 2000	NIFL national reading research institute
Winter 2000	Site visits to REA state and local project activities (professional development, local schools)
March 6-7, 2000 ?	Meeting with REA state directors on evaluation and program topics
March 31, 2000	FY 2000 applications due to ED
April 2000	FY 2000 expert panel review process
<i>April 24-28, 2000</i>	<i>AERA annual conference, New Orleans</i>
Early May, 2000	Notification to states of FY 2000 awards
<i>April 29-May 5, 2000</i>	<i>IRA/RR annual conference, Indianapolis</i>
Summer 2000	Site visits to REA state and local project activities (professional development, summer programs)
Summer-fall 2000	Technical assistance to non-funded applicants
July 1, 2000	FY 2000 funds released to states
July 2000	Second NIFL national reading research institute
July 17-18, 2000 ??	Meeting with REA state directors, new and old, on evaluation and program topics
<i>July 22-24, 2000</i>	<i>SSSR annual conference, Stockholm</i>

IASA Conferences - Reading Excellence Sessions

Chicago, Illinois—December 15-17, 1999

Wednesday, December 15, 1999 — The Reading Excellence Act: Improving Reading in Grades K-3

8:30-10:20--The Reading Excellence Program - Overview.

Presenter: Joseph Conaty, Director, Reading Excellence Program

The Reading Excellence Act Program (REA) is a new program that made its first awards in August 1999. This session will describe the basic structure and requirements of this competitive program of grants to states for improving reading in grades K-3 and the schedule for the next competition.

The Six Dimensions of Reading.

Presenter: Phyllis Hunter, Consultant, Phyllis Hunter Consulting Incorporated

The REA defines reading as having six dimensions. They are (1) phonemic awareness, (2) systematic phonics, (3) fluency, (4) vocabulary and background knowledge, (5) comprehension, and (6) motivation.

10:40-12:30--High Quality Professional Development.

Lead: Sandra Baxter, Program Director, National Reading Initiative, National Institute for Literacy

Presenter: Louisa Moats, Project Director, NICHD Early Interventions Project and Clinical Associate Professor of Pediatrics University of Texas at Houston

Professional development is critical to the successful implementation of a scientifically-based reading program. This session will provide information on what should be covered in a high-quality professional development reading program. Topics will include the knowledge base in reading that teachers need to know, context for adult learning, and the use of assessment to inform instruction.

Friday, December 17 — The Reading Excellence Act: State and District Roles in Improving Reading

8:30-9:50--Reading Excellence: State and District Roles in Reading Improvement.

Presenters: Joseph Conaty, Director, Reading Excellence Program, and Nancy Rhett, Reading Excellence Team

States and districts have many roles in improving reading in schools - especially for high poverty or low performing schools. One role is to assess the research and determine which findings are credible and useful for your state or local program. A second is to develop strategies for providing resources and leadership that support schools as they adopt new reading strategies and programs. This session will provide an overview of the Reading Excellence Program, describe a set of rigorous criteria for judging research that has been used both by the Reading Excellence Act (REA) and Comprehensive School Reform Demonstrations (CSRD) programs; review strategies being used by current Reading Excellence Act states as they implement their new grant programs; and highlight key processes and content for reading improvement.

10:10-11:30--Developing a Successful Reading Excellence Act Application.

Presenter: Nancy Rhett, Reading Excellence Program

This session will (1) review a draft guide for preparing the Reading Excellence application; (2) identify who needs to be involved in the application process; and (3) discuss how to organize and write a good proposal. States may also sign up for individual sessions with REA staff on the application process, starting at 11:30 am.

To sign up for an individual session, call Vanessa Garza at 202 401-1121 or e-mail her at vanessa_garza@ed.gov.

Resources

Related websites

ED

U.S. Department of Education (ED)
<http://www.ed.gov/>

Reading Excellence Program (REA)
<http://www.ed.gov/offices/OESE/REA/>

America Reads Challenge (ARC)
<http://www.ed.gov/its/americanreads/>

National Institute for Literacy, National Reading Initiative
<http://www.nifl.gov/REA/REA.htm>

Federal agencies and programs

National Institute for Child Health and Human Services (NICHD)
<http://www.nichd.nih.gov/about/crmc/cdb/cdb.htm>

National Institute for Literacy (NIFL)
<http://www.nifl.gov/>

National Academy of Sciences (NAS)
<http://www.nas.edu/>

Corporation for National Service (CNS)
<http://www.cns.gov/>

Reading Is Fundamental (RIF)
<http://www.rif.org/>

R&D and technical assistance providers

Center for the Improvement of Reading (CIERA)
<http://www.ciera.org/>

Society for the Scientific Studies of Reading
<http://www.gse.utah.edu/edst/sssr/>

Regional Educational Laboratories
<http://www.ed.gov/pubs/riedandtrue/map.html>

Comprehensive Technical Assistance Centers
<http://www.wested.org/cc/html/ccnetwork.htm>

Reading Success Network
<http://sccac.lacoe.edu/priorities/reading.html>

National organizations

Council of Chief State School Officers (CCSSO)
<http://www.ccsso.org/>

International Reading Association (IRA)
<http://www.reading.org/>

National Center for Family Literacy (NCFL)
<http://www.famlit.org/>

National Education Association (NEA)
<http://www.nea.org/>

American Federation of Teachers (AFT)
<http://www.aft.org/index.html>

National Association for the Education of Young Children (NAEYC)
http://www.naeyc.org/about/about_index.htm

Education Commission of the States (ECS)
<http://www.ecs.org/ecs/ecswb.nsf/HTML>

Grant Administration

What should I know about ED grants?
<http://www.ed.gov/pubs/KnowAbtGrants/>

EDGAR (ED General Administrative Regulations)
<http://ocfo.ed.gov/grntinfo/edgar.htm>

Grants administration
<http://ocfo.ed.gov/>

Publications

National Academy of Sciences (National Research Council). *Preventing Reading Difficulties in Young Children*, edited by Catherine E. Snow, M. Susan Burns, and Peg Griffin.

Washington, D.C.: National Academy Press, 1998.

A definitive work that synthesizes research on reading for preschool through grade 3.

National Academy of Sciences. *Starting Out Right: A Guide to Promoting Children's Reading Success*, edited by Catherine E. Snow, M. Susan Burns, and Peg Griffin.

(Washington, D.C.: National Academy Press, 1999.

Provides practical information for teachers, parents, and tutors based on Preventing Reading Difficulties.

America Reads Challenge (U.S. Department of Education). *Start Early, Finish Strong: How to Help Every Child Become a Reader*. Washington, D.C.: EDPUBS, 1999)

Explains what can be done to accelerate the pace of the national reading initiative to help every child become a reader by the third grade.

Northwest Regional Educational Laboratory. *So That Every Child Can Read. . .America Reads Community Tutoring Partnerships: A Review of Effective and Promising Practices and Volunteer Reading Tutoring Programs*. Portland, Oregon: NWREL, 1999.

Reports on 61 partnerships for community tutoring sponsored by America Reads. Gives guidance for program design and many examples of good programs in operation.

American Federation of Teachers (AFT). *Teaching Reading Is Rocket Science: What Expert Teachers Should Know and Be Able to Do*. Washington, D.C.: American Federation of Teachers, AFL-CIO, June 1999.

Presents the case for more technically-trained elementary school teachers. The appendix lists what a teacher or expert advisor needs to know.

National Association for the Education of Young Children. *Learning to Read and Write: Developmentally Appropriate Practices for Young Children: A Joint Position Statement of the International Reading Association and the National Association for the Education of Young Children*. Washington, D.C., July 1998.

Contains a review of the literature plus identifies key elements for instruction for early childhood education.

REA Staff and Contact Information

The Department of Education's Office of Elementary and Secondary Education administers the Reading Excellence program. The program's address and contact numbers are:

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Office of Elementary and Secondary Education
U.S. Department of Education
400 Maryland Ave. SW, Room 5C-141
Washington, DC 20202-6200

Phone: 202 260-8228
Fax: 202 260-8969
E-mail: reading_excellence@ed.gov
Website: <http://www.ed.gov/offices/OESE/REA/>

Staff

Staff administering the Reading Excellence program are from many other offices within the Department of Education.

	<i>Room</i>	<i>Phone</i>	<i>Sending office</i>
Joseph Conaty, team leader	5C-141	260-8228	OERI
Diane Austin	5C-149	260-1280	OESE
Vanessa Garza	5C-138	401-1121	OESE
Pamela Reed	5C-148	401-3684	OCFO
Nancy Rhett	5C-136	401-1679	PES
Monique Waddell	5C-147	205-5812	OIIA
Dorothy Yates, secretary	5C-139	260-8228	OERI

ED Acronyms

ED	U.S. Department of Education
OERI	Office of Educational Research and Improvement
OESE	Office of Elementary and Secondary Education
OCFO	Office of the Chief Financial Officer
PES	Planning and Evaluation Service (Office of the Under Secretary)
OIIA	Office of Interagency and Intergovernmental Affairs

Other Acronyms

REA	Reading Excellence Act
SEA	State education agency
LEA	Local education agency
LRI	Local Reading Improvement subgrant